



Academy of Arts & Sciences

Compass Charter Schools

Academic Affairs Committee Meeting

Date and Time

Thursday February 9, 2017 at 1:00 PM PST

AAS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2303 243rd Street, Lomita, CA 90717
3901 Carpenter Court, Studio City, CA 91604

Please join my meeting from your computer, tablet or smartphone.

<https://www.gotomeeting.com/join/127374365>

You can also dial in using your phone: (571) 317-3112; Access Code: 127-374-365

Addressing the Committee – Committee meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Committee through the Chair of the Committee. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Committee must send a Speaker Request Message through the form of a text message or chat box message to Miguel Aguilar, Executive Assistant to the CEO (805-807-8199). Messages must contain speaker name, contact number or email, and subject matter and sent prior to the beginning of the Public Comment section of the meeting. Members of the public may address the Committee on any matter within the Committee's jurisdiction and have **three (3) minutes each** to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Committee Member and approved by the Committee.

The Committee may not deliberate or take action on items that are not on the agenda. However, the Committee may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Committee meeting. The Academic Affairs Committee may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Committee's ability to conduct its business in a timely manner. The Academic Affairs Committee may also allow for additional public comment and questions after reports and presentations if it deems necessary.

For questions or requests regarding accessibility, please call Miguel Aguilar at (805) 807-8199.

Agenda

I. Opening Items

Opening Items

- A.** Call the Meeting to Order
- B.** Record Attendance and Guests

II. CONSENT ITEMS

Academic Affairs

- A.** Approval of February 9, 2017 Regular Meeting Agenda
- B.** Approval of the December 8, 2016 Regular Meeting Minutes

III. PUBLIC COMMENT

- A.** Public Comment

IV. REPORTS

- A.** Staff Report
- B.** Counseling Services Department Overview Presentation

V. UNFINISHED BUSINESS

VI. NEW BUSINESS

- A.** Review and Approval of 2015-16 School Accountability Report Cards
 - AAS Del Mar K-5
 - AAS Del Mar 6-12
 - AAS Fresno
 - AAS LA K-8

- AAS LA 9-12
- AAS Sonoma
- AAS Thousand Oaks & Simi Valley

B. Review and Discussion of 9th Grade Math Placement Policy Check-Up

VII. Closing Items

A. Upcoming Meetings

Thursday, April 20 at 1 pm (note change in date due to Spring Break)

B. Adjourn Meeting

Coversheet

Approval of the December 8, 2016 Regular Meeting Minutes

Section: II. CONSENT ITEMS
Item: B. Approval of the December 8, 2016 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Academic Affairs Committee Meeting on December 8, 2016

APPROVED



Academy of Arts & Sciences

Compass Charter Schools

Minutes

Academic Affairs Committee Meeting

Date and Time

Thursday December 8, 2016 at 1:00 PM

AAS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2303 243rd Street, Lomita, CA 90717
3901 Carpenter Court, Studio City, CA 91604

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Committee Members Present

J. Lewis, J. Manwarren, M. Aguilar, M. Cohen (remote), M. Koblick (remote)

Committee Members Absent

None

I. Opening Items

A. Call the Meeting to Order

M. Cohen called a meeting of the Academic Affairs Committee of Compass Charter Schools to order on Thursday Dec 8, 2016 at 1:07 PM.

B. Record Attendance and Guests

II. CONSENT ITEMS

A. Approval of December 8, 2016 Regular Meeting Agenda

M. Koblick made a motion to approve the December 8, 2016 Regular Meeting agenda.

J. Manwarren seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

M. Cohen Aye

M. Koblick Aye

J. Manwarren Aye

B. Approval of the October 18, 2016 Regular Meeting Minutes

M. Koblick made a motion to approve minutes from the Academic Affairs Committee Meeting on 10-13-16 Academic Affairs Committee Meeting on 10-13-16.

J. Manwarren seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

M. Koblick Aye

J. Manwarren Aye

Roll Call

M. Cohen Aye

III. PUBLIC COMMENT

A. Public Comment

No public comment.

IV. REPORTS

A. Staff Report

Mr. Lewis shared that graduation dates have been secured for the Class of 2017, and encouraged the committee to save these dates: Thursday, June 8 at Sonoma State University for AAS Sonoma; Friday, June 9 at Fresno State University for AAS Fresno; Monday, June 12 at Sunset Hills Country Club for both AAS Los Angeles and AAS Thousand Oaks & Simi Valley; and Tuesday, June 13 at San Diego State University for AAS Del Mar. Mid-year i-Ready testing has been scheduled. Track A scholars in grades 6-12 will test January 26-29th; all K-5 scholars and Track B scholars in grades 6-12 will test February 7th-10th; and Track C scholars in grades 6-12 will test March 7th-10th. Success Academy will hold a virtual celebration on Friday December ,16th at 1 pm.

40 scholars have participated in this 6-week intervention program, designed for scholars categorized as Tier 2. Scholars will be rewarded and recognized based on their academic growth as measured through our i-Ready diagnostic tool. The next 6-week session will begin in January.

B. Special Education Department Overview Presentation

Ms. Ellie Watkins, Special Education Manager, shared a presentation on our Special Education Department Overview. Special education department procedures were shared, along with a snapshot of the current scholar profile served by the department. A review of accommodations and modifications was presented, along with examples. A review of the CHIME Institute training was also provided, with a focus on Universal Design for Learning (UDL).

V. NEW BUSINESS

A. Review and Discussion of 9th Grade Math Placement Policy Check-Up

Mr. Lewis reviewed the 9th grade math placement track B checkpoint update from the Counseling Services Department, who performed the 30-day checkpoint for our 9th grade scholars per our 9th Grade Math Placement Policy. The checkpoint resulted in zero (0) scholar course level changes.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:42 PM.

Respectfully Submitted,
M. Aguilar

Coversheet

Staff Report

Section: IV. REPORTS
Item: A. Staff Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: A Staff Report - February.pdf
B 2.6.17 - AAS Celebrates its Counselors.pdf



Staff Report February 9, 2017

This report is meant to provide updates to the Board of Directors Academic Affairs Committee:

California Assessment of Student Performance and Progress

The testing window for the SBAC test is April 24th through May 12th. We are in the process of securing testing locations throughout central and southern California. Teachers will provide either extra credit or participation points to scholars as an incentive to take the test.

National Honor Society

NHS is in its second year at AAS. Derek Yip, high school government/economics teacher, is the club advisor. There are currently 10 scholars in NHS, with an induction ceremony and community service project planned for late March.

National School Counseling Week

AAS celebrated our counseling services team throughout NSCW, which is this week. We participated in a social media photo contest on our Facebook and Twitter accounts. *See enclosed press release.*

Physical Fitness Test (PFT)

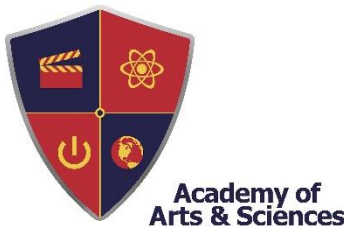
Scholars in grades 5, 7, and 9 take the PFT test. The state testing window opened on February 1 and runs through May 31. Our window opens in mid-March. The test can be taken at home under supervision of Learning Coaches.

Science Olympiad

Five (5) middle school scholars are participating in the Science Olympiad in Antelope Valley on February 18th. Erica Angelo, 7th grade science teacher, is our staff lead. They start the day with invasive species at 8:30 am, and end with an awards ceremony at 5:30 pm. Winners move on to the state-wide competition.

Track A Honor Roll

Five (5) home study scholars, 92 elementary scholars, 27 middle school scholars, and 45 high school scholars, for a total of 169 scholars, were named to our Track A Semester 1 Honor Roll for earning a 3.5 semester GPA (or higher). Track B Semester 1 ended on February 3rd and Honor Roll for Track B scholars will be announced in mid-February.



FOR IMMEDIATE RELEASE:

February 6, 2017

CONTACT: Mae Van Vooren

(805) 338-0557

Academy of Arts & Sciences (AAS) Celebrates its Counselors during National School Counseling Week

Thousand Oaks, Ca. – National School Counseling Week, sponsored by the American School Counselor Association (ASCA), will be celebrated from February 6–10, 2017, to focus public attention on the unique contribution of professional school counselors within U.S. school systems and how scholars are different as a result of what school counselors do. National School Counseling Week highlights the tremendous impact school counselors can have in helping scholars achieve school success and plan for a career.

“School counselors work with all students to remove barriers to learning by addressing students’ academic concerns, career awareness in post-secondary options and personal/social skills,” said Kwok-Sze Wong, Ed.D., ASCA executive director. “Comprehensive school counseling programs help to increase student achievement and provide a much-needed resource for students, parents, teachers and administrators. School counselors are integral to student success.”

The AAS Counseling Services Department is comprised on a manager, Debra Stephan, college and career counselor, Edith Cruz, and four counselors: Gabriela Ayala, Gabee Gonzalez, Jacob Samples, and Amanda Schwartzberg. To learn more about the unique services our team provides our scholars, visit http://aascalifornia.org/academics/counseling_services.

“We proudly join communities across the country to celebrate our school counselors,” said J.J Lewis, AAS President & CEO. “I would like to especially thank our wonderful counseling team, led by Debra Stephan, for their passion to serving scholars. This team continues to find unique ways to enhance the virtual educational experience for our scholars.”

As part of its celebration for National School Counseling Week, AAS is participating in a social media photo contest. We encourage our stakeholders to like us on Facebook and follow us on Twitter to participate. Parents or community members with specific questions or concerns about our counseling programs should reach out to our counseling team at http://aascalifornia.org/about_us/meet_our_team/counseling_services/.

About the Academy of Arts & Sciences

The Academy of Arts & Sciences (AAS) is one of California’s leading WASC-accredited virtual public charter schools serving scholars throughout the state. AAS offers a home study and online option for scholars in grades kindergarten through 12. AAS is committed to creating a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for lifelong learning, and preparing scholars to take responsibility for their future successes.

For more information about AAS, visit www.aascalifornia.org.

Coversheet

Review and Approval of 2015-16 School Accountability Report Cards

Section: VI. NEW BUSINESS
Item: A. Review and Approval of 2015-16 School Accountability Report Cards
Purpose: Vote
Submitted by: Jessica Franco
Related Material: A AAS Del Mar K-5 2015-16 SARC.pdf
D AAS LA K-8 2015-16 SARC.pdf
E AAS LA 9-12 2015-16 SARC.pdf
C AAS Fresno 2015-16 SARC.pdf
B AAS Del Mar 6-12 2015-16 SARC.pdf
G AAS Thousand Oaks 2015-16 SARC.pdf
F AAS Sonoma 2015-16 SARC.pdf

BACKGROUND:

School Accountability Report Cards (SARC) are required by the state to be submitted by February 1. The SARC is a snapshot of the school and serves as an overview of scholar achievement, school climate, and school demographics. Most of the information is synched directly with the California Department of Education (CDE); some sections allow narration. SARCs for all California public schools are available on the CDE website.

RECOMMENDATION:

A motion to approve the 2015-16 School Accountability Report Cards.

Academy of Arts and Sciences: Del Mar Elem. (K-5)

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

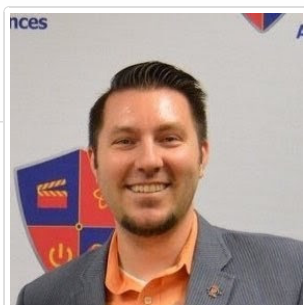
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Del Mar Elem. (K-5)

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Please note, this school has consolidated to Academy of Arts and Sciences: Del Mar K-12.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

Academy of Arts and Sciences: Del Mar Elem. (K-5)
850 Hampshire Road Suite P
Thousand Oaks, CA 91361

Phone: 855-937-4227

E-mail: jj.lewis@aascalfornia.org

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | Mountain Empire Unified |
| Phone Number | (619) 473-9022 |
| Superintendent | Kathy Granger |
| E-mail Address | kathy.granger@meusd.k12.ca.us |
| Web Site | http://meusd-ca.schoolloop.com/ |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Academy of Arts and Sciences: Del Mar Elem. (K-5) |
| Street | 850 Hampshire Road Suite P |
| City, State, Zip | Thousand Oaks, Ca, 91361 |
| Phone Number | 855-937-4227 |
| Principal | J.J. Lewis, President & CEO |
| E-mail Address | jj.lewis@aascalifornia.org |
| Web Site | http://www.aascalifornia.org |
| County-District-School (CDS) Code | 37682130127068 |

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

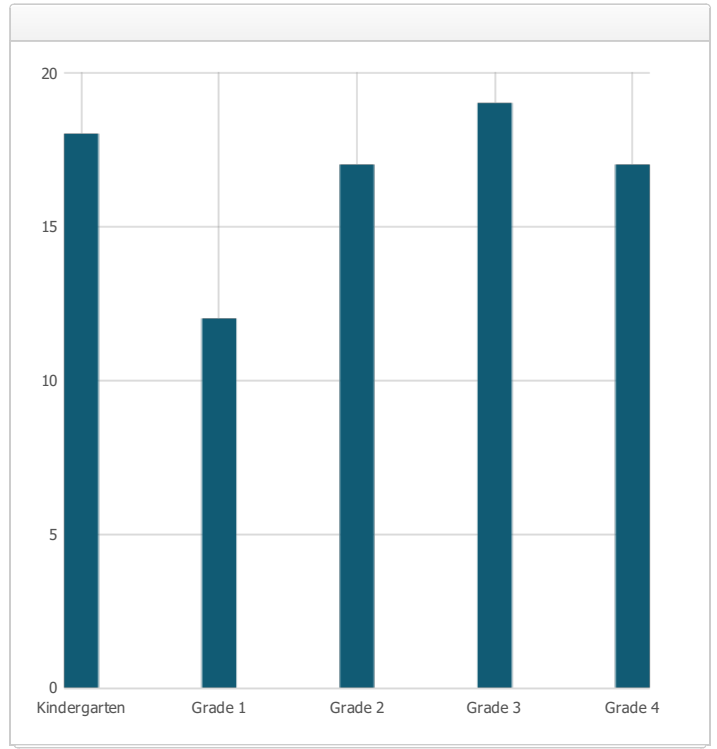
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception-free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resource centers and school sites.

Last updated: 1/30/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|--------------|--------------------|
| Kindergarten | 18 |
| Grade 1 | 12 |
| Grade 2 | 17 |
| Grade 3 | 19 |
| Grade 4 | 17 |
| Grade 5 | 17 |



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 20.9 % |
| American Indian or Alaska Native | 3.5 % |
| Asian | 1.7 % |
| Filipino | 3.5 % |
| Hispanic or Latino | 5.2 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 64.3 % |
| Two or More Races | 0.0 % |
| Other | 0.9 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 42.6 % |
| English Learners | 4.4 % |
| Students with Disabilities | 0.9 % |
| Foster Youth | 0.0 % |

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.0% | 0.0% |
| All Schools in District | 100.0% | 0.0% |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | | |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 18 | 10 | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 16 | 13 | -- | 9.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 16 | 13 | -- | 25.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 18 | 10 | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 16 | 10 | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 16 | 13 | -- | 8.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are every Wednesday at 10 am. This virtual presentation lasts 30 minutes, and is followed by a live Q and A with presenters and learning coaches afterwards.

State Priority: Pupil Engagement

Last updated: 2/1/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

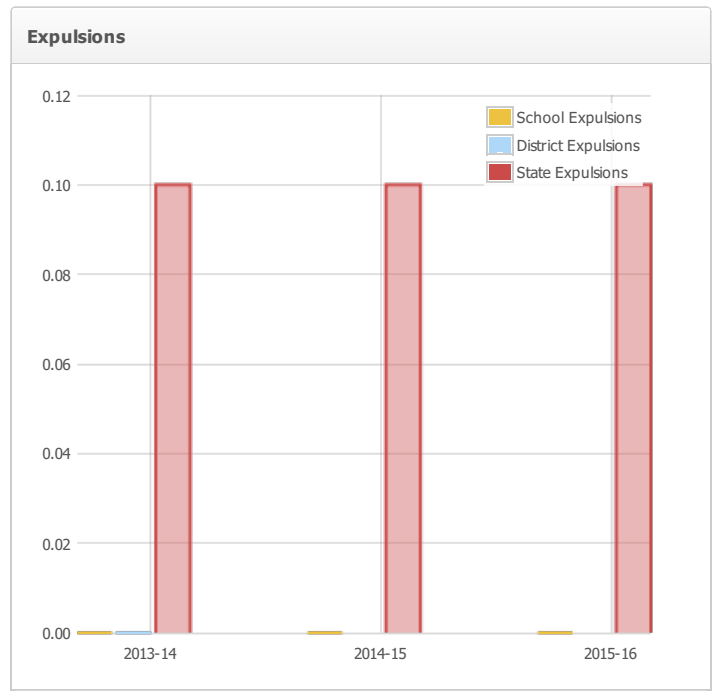
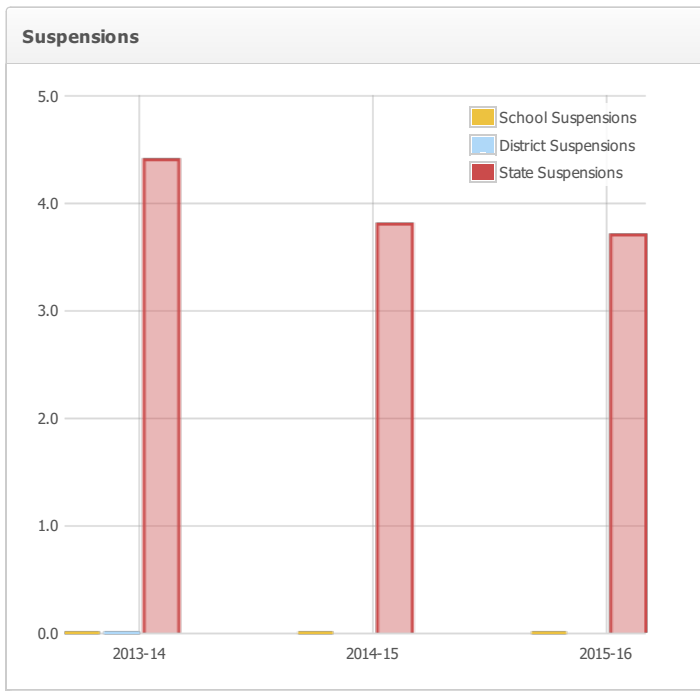
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.0 | 0.0 | 0.0 | | | | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | | | | 0.1 | 0.1 | 0.1 |



Last updated: 2/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 2/1/2017

Academy of Arts and Sciences: Los Angeles (K-8)

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

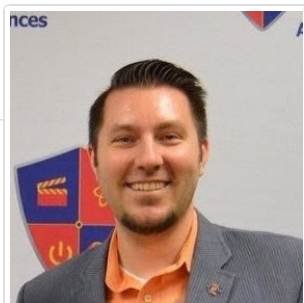
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
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- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Los Angeles (K-8)

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Please note, this school has consolidated to Academy of Arts and Sciences: Los Angeles K-12.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

Academy of Arts and Sciences: Los Angeles (K-8)
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361-2851

Phone: 855-937-4227

E-mail: jj.lewis@aascalifornia.org

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | Acton-Agua Dulce Unified |
| Phone Number | (661) 269-5999 |
| Superintendent | Brent Woodard |
| E-mail Address | bwoodard@aadusd.k12.ca.us |
| Web Site | http://www.aadusd.k12.ca.us |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Academy of Arts and Sciences: Los Angeles (K-8) |
| Street | 850 Hampshire Road, Suite P |
| City, State, Zip | Thousand Oaks, Ca, 91361-2851 |
| Phone Number | 855-937-4227 |
| Principal | J.J. Lewis, President & CEO |
| E-mail Address | jj.lewis@aascalifornia.org |
| Web Site | http://www.aascalifornia.org |
| County-District-School (CDS) Code | 19753090130773 |

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

Mission Statement

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

Vision Statement

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

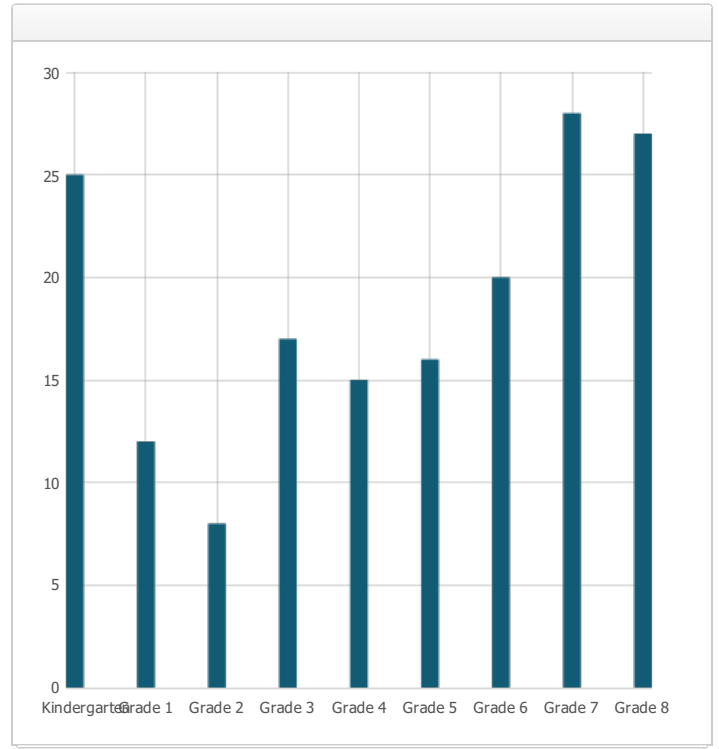
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 25 |
| Grade 1 | 12 |
| Grade 2 | 8 |
| Grade 3 | 17 |
| Grade 4 | 15 |
| Grade 5 | 16 |
| Grade 6 | 20 |
| Grade 7 | 28 |
| Grade 8 | 27 |
| Total Enrollment | 168 |



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 28.6 % |
| American Indian or Alaska Native | 7.1 % |
| Asian | 3.0 % |
| Filipino | 3.6 % |
| Hispanic or Latino | 6.0 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 47.6 % |
| Two or More Races | 0.0 % |
| Other | 4.1 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 13.1 % |
| English Learners | 1.2 % |
| Students with Disabilities | 1.8 % |
| Foster Youth | 0.0 % |

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.0% | 0.0% |
| All Schools in District | 100.0% | 0.0% |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | | |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

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State Priority: Pupil Engagement

Last updated: 2/1/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

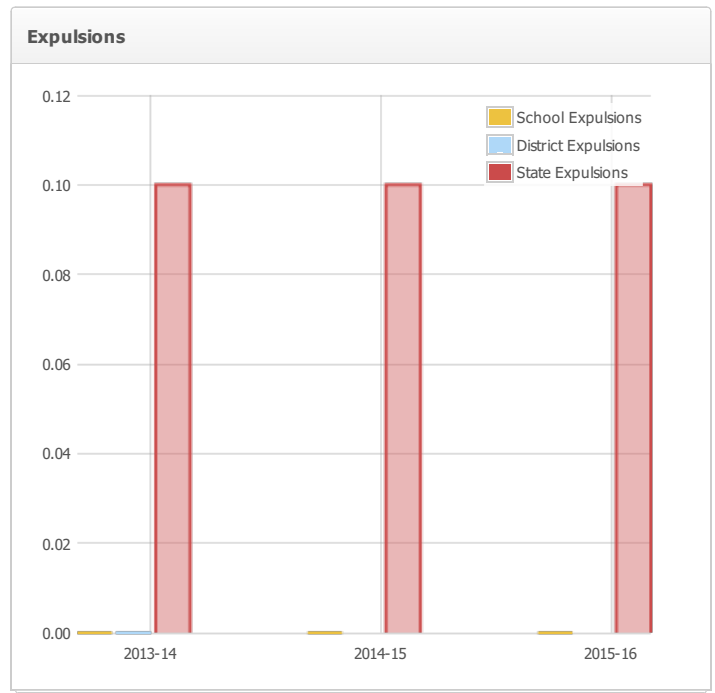
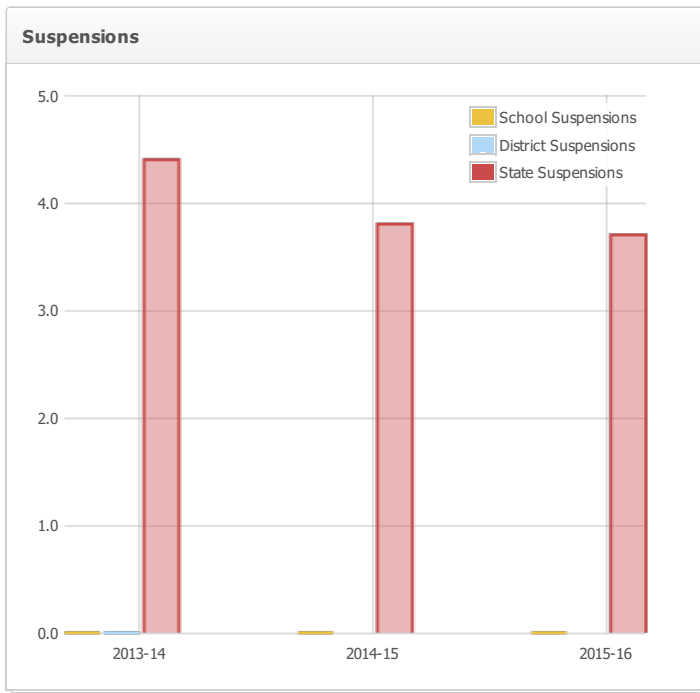
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.0 | 0.0 | 0.0 | | | | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | | | | 0.1 | 0.1 | 0.1 |



Last updated: 2/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.4 | 250.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.0 | N/A |

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Professional Development

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Last updated: 2/1/2017

Academy of Arts and Sciences: Los Angeles (9-12)

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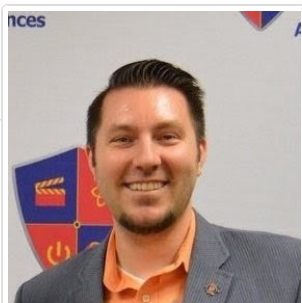
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J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Los Angeles (9-12)

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

Academy of Arts and Sciences: Los Angeles (9-12)
850 Hampshire Road Suite P
Thousand Oaks, CA 91361

Phone: 855-937-4227

E-mail: jl.lewis@aascalifornia.org

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | Acton-Agua Dulce Unified |
| Phone Number | (661) 269-5999 |
| Superintendent | Brent Woodard |
| E-mail Address | bwoodard@aadusd.k12.ca.us |
| Web Site | http://www.aadusd.k12.ca.us |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Academy of Arts and Sciences: Los Angeles (9-12) |
| Street | 850 Hampshire Road Suite P |
| City, State, Zip | Thousand Oaks , Ca, 91361 |
| Phone Number | 855-937-4227 |
| Principal | J.J. Lewis, President & CEO |
| E-mail Address | jj.lewis@aascalifornia.org |
| Web Site | http://www.aascalifornia.org |
| County-District-School (CDS) Code | 19753090130781 |

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

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Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

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Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

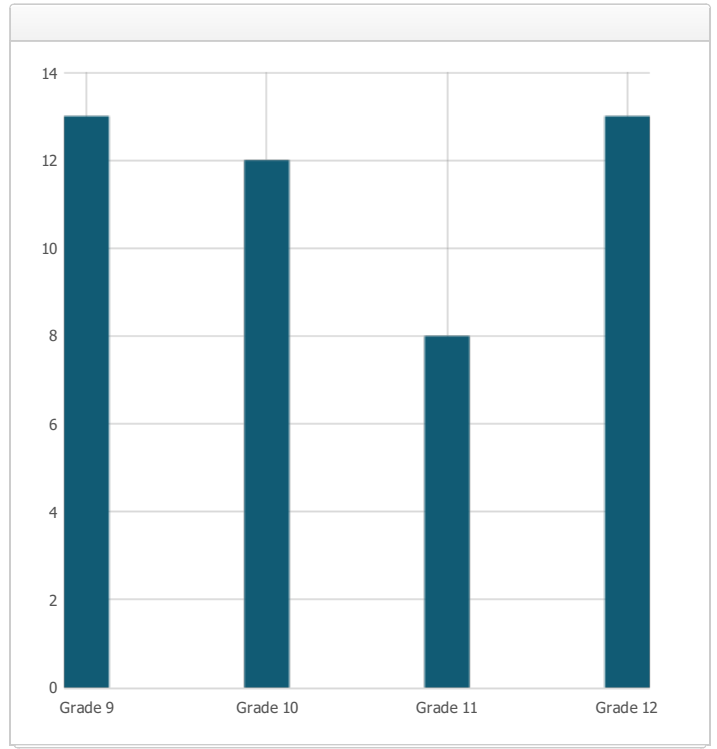
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
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- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 13 |
| Grade 10 | 12 |
| Grade 11 | 8 |
| Grade 12 | 13 |
| Total Enrollment | 46 |



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 10.9 % |
| American Indian or Alaska Native | 13.0 % |
| Asian | 0.0 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 2.2 % |
| Native Hawaiian or Pacific Islander | 2.2 % |
| White | 69.6 % |
| Two or More Races | 0.0 % |
| Other | 2.1 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 32.6 % |
| English Learners | 0.0 % |
| Students with Disabilities | 6.5 % |
| Foster Youth | 0.0 % |

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.0% | |
| All Schools in District | 100.0% | |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | | |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 44.0% | -- | 44.0% | 45.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 5.0% | -- | 32.0% | 29.0% | 34.0% | 36.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 6 | 0 | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 6 | 0 | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 100.0% |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 2.9% |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent’s perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are every Wednesday at 10 am. This virtual presentation lasts 30 minutes, and is followed by a live Q and A with presenters and learning coaches afterwards.

State Priority: Pupil Engagement

Last updated: 2/1/2017

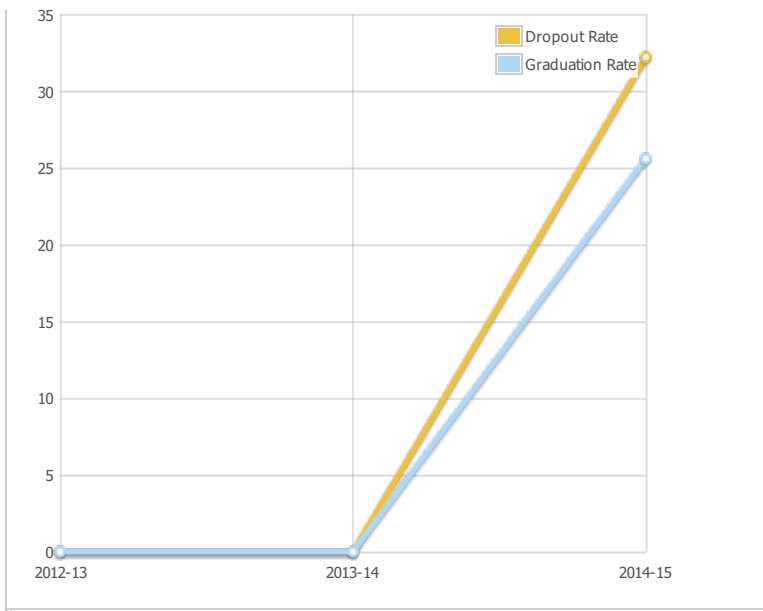
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 0.0% | 0.0% | 32.2% | 0.0% | 0.0% | 4.4% | 11.4% | 11.5% | 10.7% |
| Graduation Rate | 0.00 | 0.00 | 25.60 | 0.00 | 0.00 | 0.00 | 80.44 | 80.95 | 82.27 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/1/2017

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 4 | 29 | 85 |
| Black or African American | 0 | 17 | 77 |
| American Indian or Alaska Native | 0 | 50 | 75 |
| Asian | 0 | 69 | 99 |
| Filipino | 0 | 50 | 97 |
| Hispanic or Latino | 0 | 21 | 84 |
| Native Hawaiian or Pacific Islander | 1 | 0 | 85 |
| White | 3 | 65 | 87 |
| Two or More Races | 0 | 100 | 91 |
| Socioeconomically Disadvantaged | 1 | 18 | 77 |
| English Learners | 0 | 11 | 51 |
| Students with Disabilities | 0 | 48 | 68 |
| Foster Youth | -- | -- | -- |

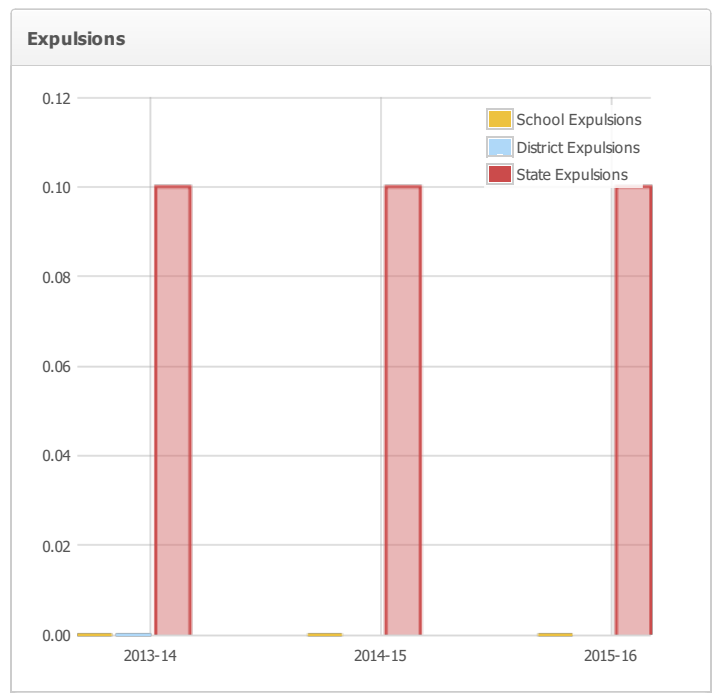
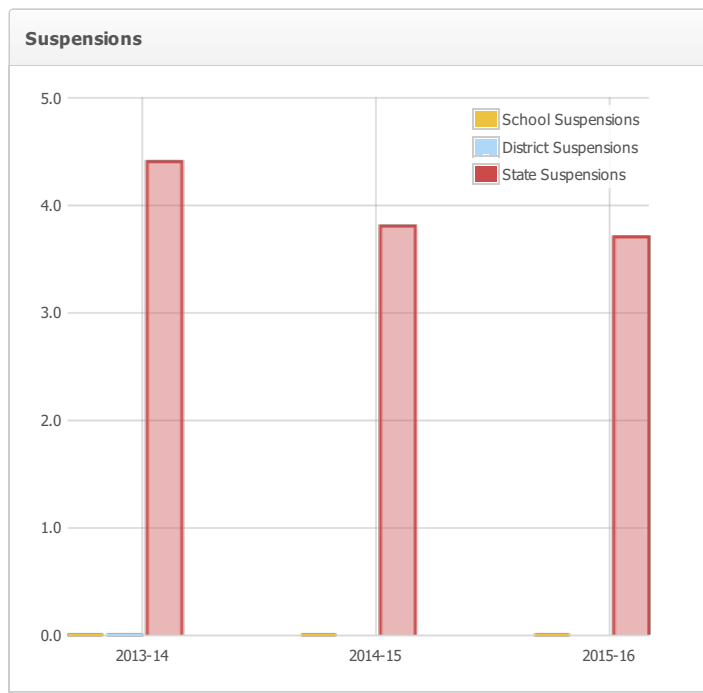
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.0 | 0.0 | 0.0 | | | | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | | | | 0.1 | 0.1 | 0.1 |



Last updated: 2/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.4 | 250.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.0 | N/A |

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 2/1/2017

Academy of Arts and Sciences: Fresno

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

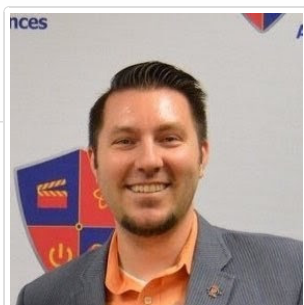
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Fresno

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President & CEO

Contact

*Academy of Arts and Sciences: Fresno
850 Hampshire Road Suite P
Thousand Oaks, CA 91361*

Phone: 855-937-4227

E-mail: jj.lewis@aascalifornia.org

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | Orange Center |
| Phone Number | (559) 237-0437 |
| Superintendent | Terry Hirschfield |
| E-mail Address | thirschfield@orangecenter.org |
| Web Site | www.orangecenter.org |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Academy of Arts and Sciences: Fresno |
| Street | 850 Hampshire Road Suite P |
| City, State, Zip | Thousand Oaks, Ca, 91361 |
| Phone Number | 855-937-4227 |
| Principal | J.J. Lewis, President & CEO |
| E-mail Address | jj.lewis@aascalifornia.org |
| Web Site | http://www.aascalifornia.org |
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Last updated: 2/1/2017

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The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

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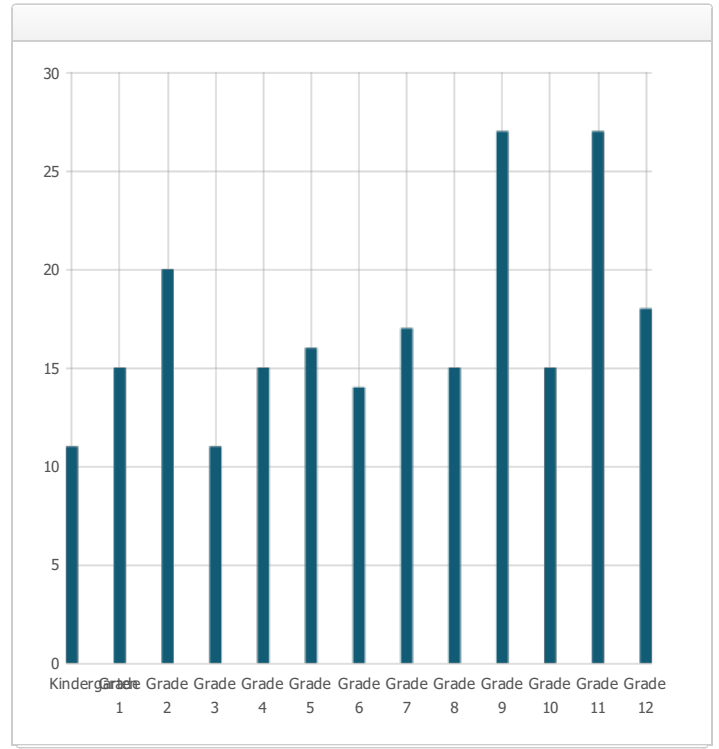
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- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception-free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 11 |
| Grade 1 | 15 |
| Grade 2 | 20 |
| Grade 3 | 11 |
| Grade 4 | 15 |
| Grade 5 | 16 |
| Grade 6 | 14 |
| Grade 7 | 17 |
| Grade 8 | 15 |
| Grade 9 | 27 |
| Grade 10 | 15 |
| Grade 11 | 27 |
| Grade 12 | 18 |
| Total Enrollment | 221 |



Last updated: 1/24/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 12.7 % |
| American Indian or Alaska Native | 8.6 % |
| Asian | 0.5 % |
| Filipino | 0.9 % |
| Hispanic or Latino | 5.4 % |
| Native Hawaiian or Pacific Islander | 0.5 % |
| White | 64.3 % |
| Two or More Races | 0.0 % |
| Other | 7.1 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 24.0 % |
| English Learners | 2.5 % |
| Students with Disabilities | 2.3 % |
| Foster Youth | 0.0 % |

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.0% | 0.0% |
| All Schools in District | 100.0% | 0.0% |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | | |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 44.0% | 34.0% | 44.0% | 34.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 20.0% | 13.0% | 20.0% | 13.0% | 34.0% | 36.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 9 | 5 | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 12 | 8 | 66.7% | 37.5% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 12 | 9 | 75.0% | 33.3% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 11 | 5 | 45.5% | 40.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 13 | 7 | 53.9% | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 14 | 4 | 28.6% | 50.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 22 | 4 | 18.2% | 75.0% |
| Male | 11 | 1 | 9.1% | 100.0% |
| Female | 11 | 3 | 27.3% | 66.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 9 | 5 | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 12 | 7 | 58.3% | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 12 | 9 | 75.0% | 22.2% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 11 | 5 | 45.5% | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 13 | 7 | 53.9% | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 14 | 4 | 28.6% | 25.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 22 | 4 | 18.2% | 25.0% |
| Male | 11 | 1 | 9.1% | -- |
| Female | 11 | 3 | 27.3% | 33.3% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 0.0% | -- | 50.0% | 0.0% | -- | 50.0% | 60.0% | 56.0% | 54.0% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

CAASPP Tests Results in Science by Student Group Grades Five, Eight and Grade Ten (School Year 2015-16)

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 37 | 14 | 37.8% | 50.0% |
| Male | 15 | 4 | 26.7% | 50.0% |
| Female | 22 | 10 | 45.5% | 50.0% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 14 | 4 | 28.6% | 50.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% |
| White | 18 | 9 | 50.0% | 55.6% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 17 | 6 | 35.3% | 50.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 67.8% |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 18.8% | 37.5% | 25.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent’s perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are every Wednesday at 10 am. This virtual presentation lasts 30 minutes, and is followed by a live Q and A with presenters and learning coaches afterwards.

State Priority: Pupil Engagement

Last updated: 1/31/2017

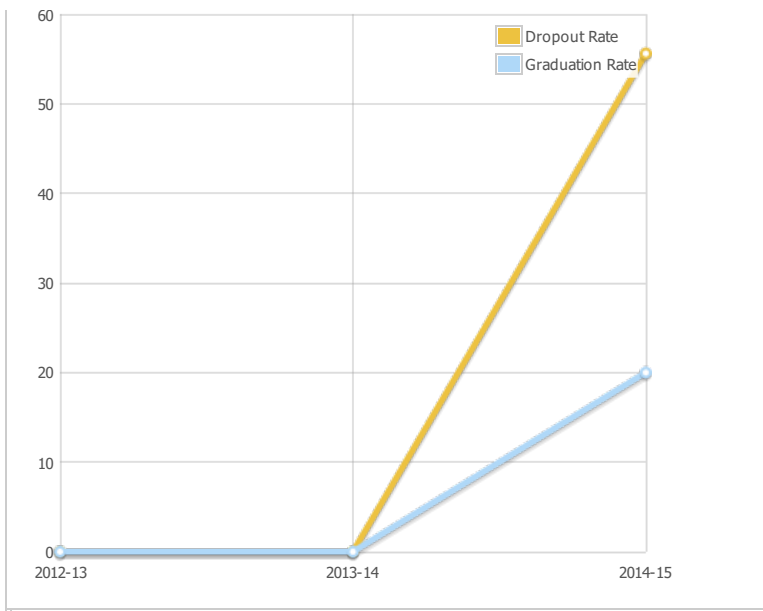
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 0.0% | 0.0% | 55.6% | 0.0% | 0.0% | 55.6% | 11.4% | 11.5% | 10.7% |
| Graduation Rate | 0.00 | 0.00 | 20.00 | 0.00 | 0.00 | 20.00 | 80.44 | 80.95 | 82.27 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 3 | 3 | 85 |
| Black or African American | 1 | 1 | 77 |
| American Indian or Alaska Native | 0 | 0 | 75 |
| Asian | 0 | 0 | 99 |
| Filipino | 0 | 0 | 97 |
| Hispanic or Latino | 0 | 0 | 84 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 85 |
| White | 2 | 2 | 87 |
| Two or More Races | 0 | 0 | 91 |
| Socioeconomically Disadvantaged | 0 | 0 | 77 |
| English Learners | 0 | 0 | 51 |
| Students with Disabilities | 0 | 0 | 68 |
| Foster Youth | 0 | 0 | -- |

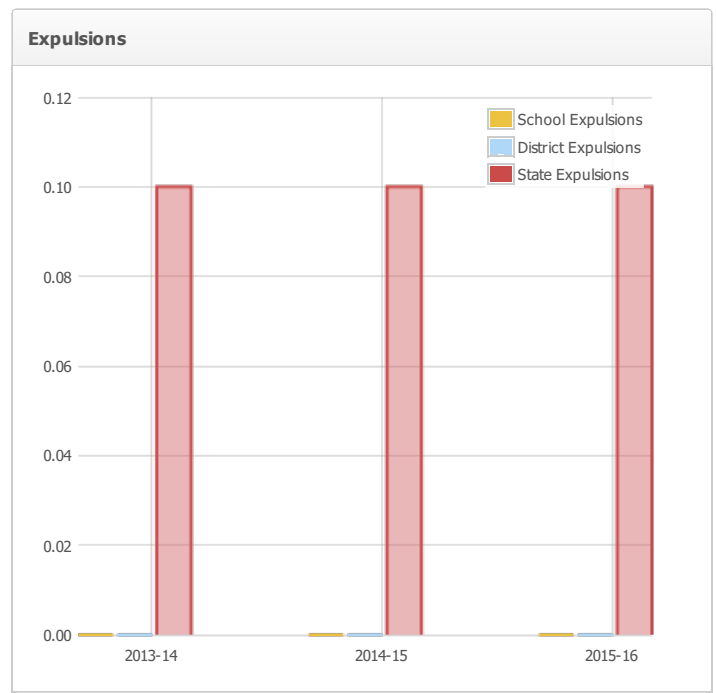
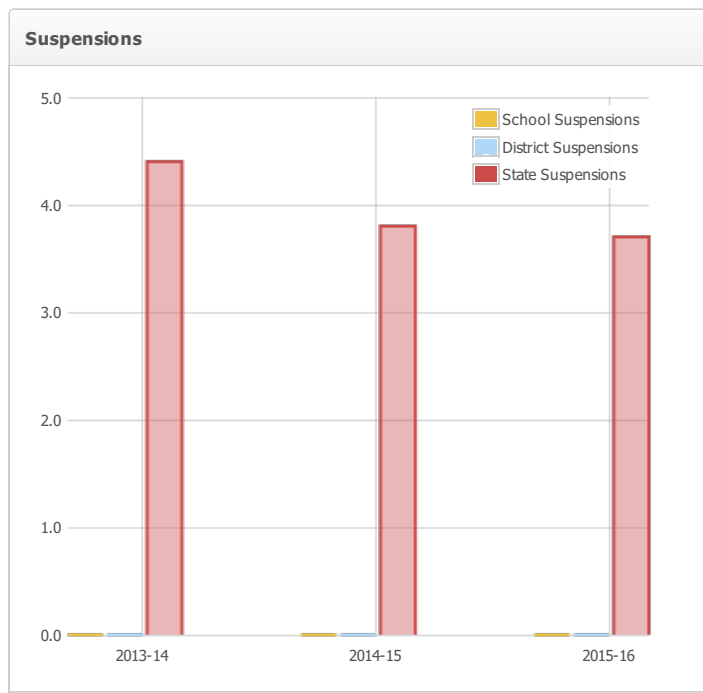
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 1/31/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.4 | 250.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.0 | N/A |

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 1/25/2017

Academy of Arts and Sciences: Del Mar 6-12

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

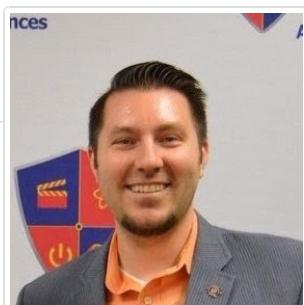
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Del Mar 6-12

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

Academy of Arts and Sciences: Del Mar 6-12
850 Hampshire Road Suite P
Thousand Oaks, CA 91361

Phone: 855-937-4227
E-mail: jj.lewis@aascalifornia.com

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | Mountain Empire Unified |
| Phone Number | (619) 473-9022 |
| Superintendent | Kathy Granger |
| E-mail Address | kathy.granger@meusd.k12.ca.us |
| Web Site | http://meusd.k12.ca.us |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Academy of Arts and Sciences: Del Mar 6-12 |
| Street | 850 Hampshire Road Suite P |
| City, State, Zip | Thousand Oaks, Ca, 91361 |
| Phone Number | 855-937-4227 |
| Principal | J.J. Lewis, President & CEO |
| E-mail Address | jj.lewis@aascalifornia.com |
| Web Site | http://www.aascalifornia.org |
| County-District-School (CDS) Code | 37682130127084 |

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

Mission Statement

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

Vision Statement

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

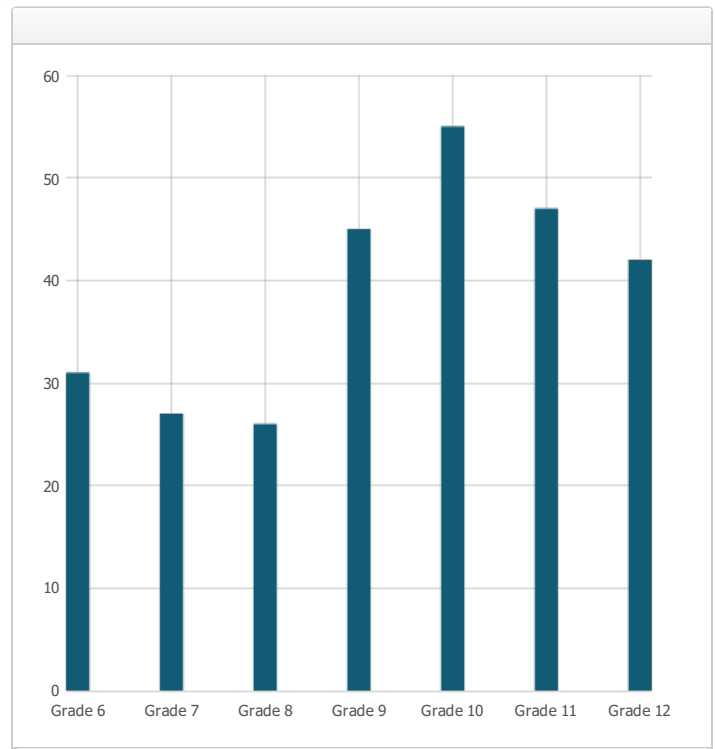
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 31 |
| Grade 7 | 27 |
| Grade 8 | 26 |
| Grade 9 | 45 |
| Grade 10 | 55 |
| Grade 11 | 47 |
| Grade 12 | 42 |
| Total Enrollment | 273 |



Last updated: 2/1/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 22.7 % |
| American Indian or Alaska Native | 4.4 % |
| Asian | 0.4 % |
| Filipino | 1.5 % |
| Hispanic or Latino | 3.3 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 64.5 % |
| Two or More Races | 0.0 % |
| Other | 3.2 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 15.8 % |
| English Learners | 3.3 % |
| Students with Disabilities | 2.9 % |
| Foster Youth | 0.0 % |

Last updated: 2/1/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.0% | 0.0% |
| All Schools in District | 100.0% | 0.0% |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | | |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 54.0% | 66.0% | 43.0% | 46.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 16.0% | 31.0% | 29.0% | 30.0% | 34.0% | 36.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 25 | 10 | 40.0% | 62.5% |
| Male | 15 | 5 | 33.3% | 33.3% |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 19 | 11 | 57.9% | 81.8% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 22 | 7 | 31.8% | 71.4% |
| Male | -- | -- | -- | -- |
| Female | 14 | 6 | 42.9% | 66.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 12 | 3 | 25.0% | 66.7% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 40 | 12 | 30.0% | 50.0% |
| Male | 16 | 6 | 37.5% | 33.3% |
| Female | 24 | 6 | 25.0% | 66.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 22 | 5 | 22.7% | 40.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 12 | 3 | 25.0% | 33.3% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 25 | 9 | 36.0% | 33.3% |
| Male | 15 | 5 | 33.3% | 20.0% |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 19 | 11 | 57.9% | 36.4% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 22 | 7 | 31.8% | 42.9% |
| Male | -- | -- | -- | -- |
| Female | 14 | 6 | 42.9% | 50.0% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 12 | 3 | 25.0% | 33.3% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 40 | 9 | 22.5% | 11.1% |
| Male | 16 | 4 | 25.0% | -- |
| Female | 24 | 5 | 20.8% | 20.0% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 22 | 3 | 13.6% | 33.3% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 12 | 2 | 16.7% | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 63.0% | 46.0% | 54.0% | 53.0% | 40.0% | 54.0% | 60.0% | 56.0% | 54.0% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

CAASPP Tests Results in Science by Student Group Grades Five, Eight and Grade Ten (School Year 2015-16)

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 69 | 24 | 34.8% | 54.2% |
| Male | 28 | 9 | 32.1% | 33.3% |
| Female | 41 | 15 | 36.6% | 66.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 19 | 4 | 21.1% | 75.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% |
| White | 31 | 11 | 35.5% | 45.5% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 26 | 5 | 19.2% | 80.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 100.0% |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 27.3% |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 17.6% | 29.4% | 29.4% |
| 9 | 28.6% | 25.0% | 39.3% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent’s perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are every Wednesday at 10 am. This virtual presentation lasts 30 minutes, and is followed by a live Q and A with presenters and learning coaches afterwards.

State Priority: Pupil Engagement

Last updated: 2/1/2017

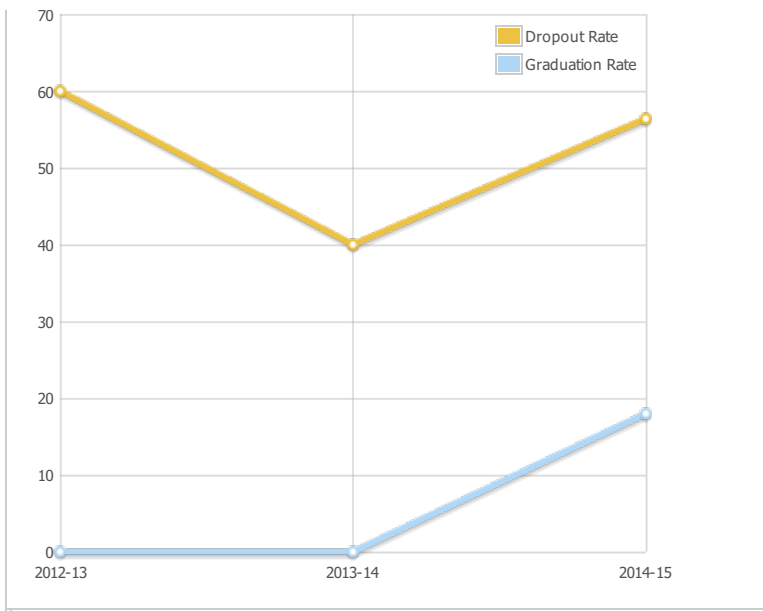
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 60.0% | 40.0% | 56.4% | 13.8% | 25.2% | 14.7% | 11.4% | 11.5% | 10.7% |
| Graduation Rate | 0.00 | 0.00 | 18.00 | 70.00 | 67.00 | 68.00 | 80.44 | 80.95 | 82.27 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/1/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 7 | 69 | 85 |
| Black or African American | 1 | 71 | 77 |
| American Indian or Alaska Native | 0 | 17 | 75 |
| Asian | 0 | 60 | 99 |
| Filipino | 0 | 80 | 97 |
| Hispanic or Latino | 0 | 71 | 84 |
| Native Hawaiian or Pacific Islander | 0 | 40 | 85 |
| White | 6 | 77 | 87 |
| Two or More Races | 0 | 50 | 91 |
| Socioeconomically Disadvantaged | 1 | 83 | 77 |
| English Learners | 0 | 73 | 51 |
| Students with Disabilities | 1 | 83 | 68 |
| Foster Youth | 0 | -- | -- |

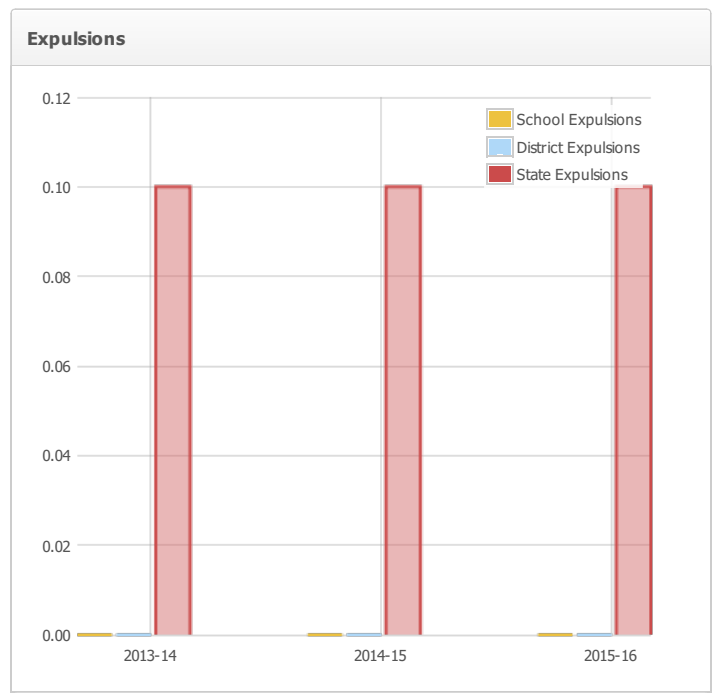
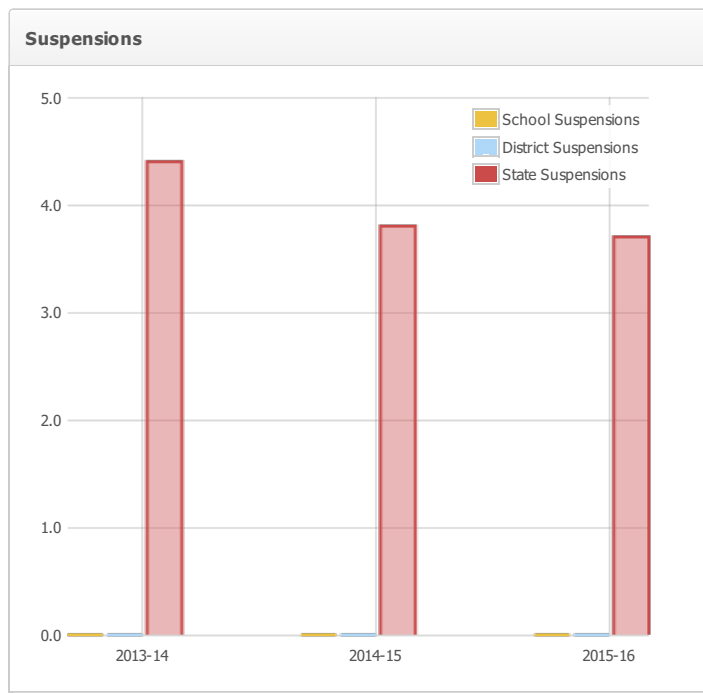
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 2/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.4 | 250.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.0 | N/A |

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Advanced Placement (AP) Courses (School Year 2015-16)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|--------------------------------------|--|
| Computer Science | 0 | N/A |
| English | 5 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | 1 | N/A |
| Science | 1 | N/A |
| Social Science | 3 | N/A |
| All Courses | | -- |

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 2/1/2017

Academy of Arts and Sciences:Thousand Oaks & Simi

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

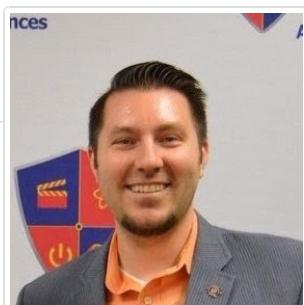
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences:Thousand Oaks & Simi

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice.I am proud to be the President& CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the“Learning Coach” for their children and they are an integral part of their children’s success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach.The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as “scholar.” Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

*Academy of Arts and Sciences:Thousand Oaks & Simi
850 Hampshire Road Suite P
Thousand Oaks, CA 91361*

Phone: 855-937-4227

E-mail: jj.lewis@aascalfornia.org

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | Mupu Elementary |
| Phone Number | (805) 525-6111 |
| Superintendent | Sheryl Barnd |
| E-mail Address | sheryl.barnd@mupu.org |
| Web Site | www.mupu.k12.ca.us |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Academy of Arts and Sciences:Thousand Oaks & Simi |
| Street | 850 Hampshire Road Suite P |
| City, State, Zip | Thousand Oaks, Ca, 91361 |
| Phone Number | 855-937-4227 |
| Principal | J.J. Lewis, President & CEO |
| E-mail Address | jj.lewis@aascalifornia.org |
| Web Site | http://www.aascalifornia.org |
| County-District-School (CDS) Code | 56725040127043 |

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

Mission Statement

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

Vision Statement

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

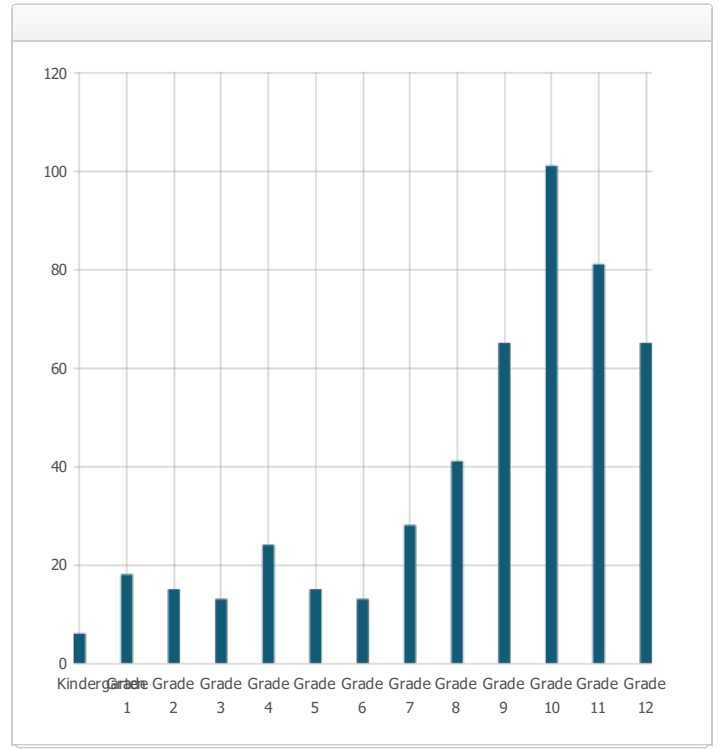
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 6 |
| Grade 1 | 18 |
| Grade 2 | 15 |
| Grade 3 | 13 |
| Grade 4 | 24 |
| Grade 5 | 15 |
| Grade 6 | 13 |
| Grade 7 | 28 |
| Grade 8 | 41 |
| Grade 9 | 65 |
| Grade 10 | 101 |
| Grade 11 | 81 |
| Grade 12 | 65 |
| Total Enrollment | 485 |



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 22.1 % |
| American Indian or Alaska Native | 6.4 % |
| Asian | 0.2 % |
| Filipino | 3.3 % |
| Hispanic or Latino | 4.9 % |
| Native Hawaiian or Pacific Islander | 0.2 % |
| White | 53.8 % |
| Two or More Races | 2.3 % |
| Other | 6.8 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 14.6 % |
| English Learners | 2.7 % |
| Students with Disabilities | 4.5 % |
| Foster Youth | 0.0 % |

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.0% | 0.0% |
| All Schools in District | 100.0% | 0.0% |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | | |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 47.0% | 56.0% | 47.0% | 56.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 18.0% | 26.0% | 18.0% | 26.0% | 34.0% | 36.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 168 | 59 | -- | 18.0% |
| Male | 61 | 23 | -- | 13.0% |
| Female | 107 | 36 | -- | 21.0% |
| Black or African American | 25 | 14 | -- | 50.0% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 63 | 24 | -- | 13.0% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 63 | 16 | -- | 38.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 70 | 30 | -- | 46.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 20 | 10 | 50.0% | 60.0% |
| Male | -- | -- | -- | -- |
| Female | 13 | 5 | 38.5% | 60.0% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 5 | 45.5% | 60.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 12 | 5 | 41.7% | 40.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 7 | 3 | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 23 | 9 | 39.1% | 44.4% |
| Male | -- | -- | -- | -- |
| Female | 17 | 7 | 41.2% | 42.9% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 6 | 54.6% | 50.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 26 | 11 | 42.3% | 55.6% |
| Male | 12 | 4 | 33.3% | 50.0% |
| Female | 14 | 7 | 50.0% | 60.0% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 12 | 2 | 16.7% | 50.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 12 | 6 | 50.0% | 75.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 70 | 19 | 27.1% | 73.7% |
| Male | 23 | 8 | 34.8% | 75.0% |
| Female | 47 | 11 | 23.4% | 72.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 31 | 10 | 32.3% | 70.0% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 25 | 4 | 16.0% | 100.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 25 | 7 | 28.0% | 57.1% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 10 | 2 | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 20 | 10 | 50.0% | 60.0% |
| Male | -- | -- | -- | -- |
| Female | 13 | 5 | 38.5% | 60.0% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 5 | 45.5% | 60.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 12 | 5 | 41.7% | 20.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 7 | 3 | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 23 | 9 | 39.1% | 22.2% |
| Male | -- | -- | -- | -- |
| Female | 17 | 7 | 41.2% | 14.3% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 6 | 54.6% | 33.3% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 26 | 11 | 42.3% | 30.0% |
| Male | 12 | 4 | 33.3% | 50.0% |
| Female | 14 | 7 | 50.0% | 16.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 12 | 2 | 16.7% | 50.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 12 | 6 | 50.0% | 20.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 70 | 19 | 27.1% | 10.5% |
| Male | 23 | 8 | 34.8% | 12.5% |
| Female | 47 | 11 | 23.4% | 9.1% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 31 | 10 | 32.3% | 10.0% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 25 | 4 | 16.0% | 25.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 25 | 7 | 28.0% | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | -- | 50.0% | 61.0% | 50.0% | 39.0% | 63.0% | 60.0% | 56.0% | 54.0% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

CAASPP Tests Results in Science by Student Group Grades Five, Eight and Grade Ten (School Year 2015-16)

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 120 | 51 | 42.5% | 60.8% |
| Male | 53 | 22 | 41.5% | 68.2% |
| Female | 67 | 29 | 43.3% | 55.2% |
| Black or African American | 14 | 9 | 64.3% | 44.4% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 33 | 11 | 33.3% | 36.4% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% |
| White | 54 | 21 | 38.9% | 71.4% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 43 | 21 | 48.8% | 47.6% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 92.3% |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 32.1% |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 11.1% | 22.2% | 22.2% |
| 9 | 17.1% | 26.8% | 29.3% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent’s perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are every Wednesday at 10 am. This virtual presentation lasts 30 minutes, and is followed by a live Q and A with presenters and learning coaches afterwards.

State Priority: Pupil Engagement

Last updated: 1/31/2017

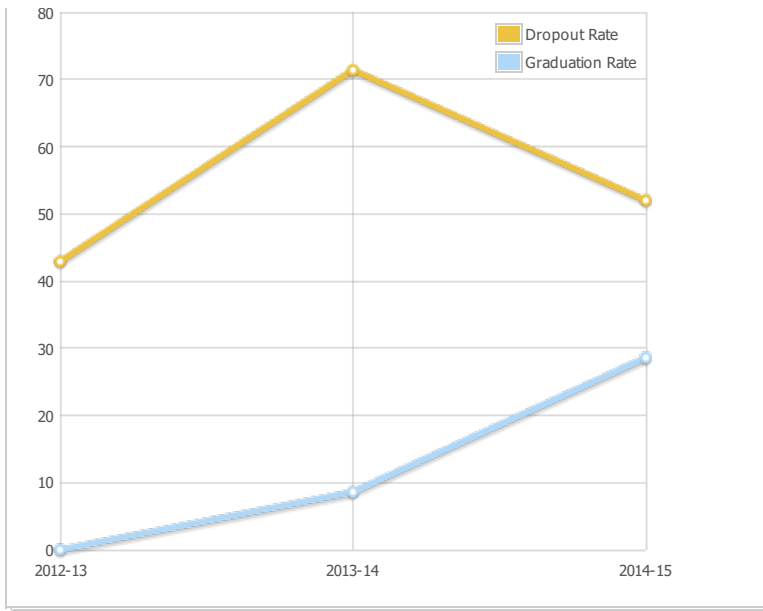
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 42.9% | 71.4% | 52.0% | 42.9% | 71.4% | 52.0% | 11.4% | 11.5% | 10.7% |
| Graduation Rate | 0.00 | 8.60 | 28.60 | | | | 80.44 | 80.95 | 82.27 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 20 | 53 | 85 |
| Black or African American | 3 | 100 | 77 |
| American Indian or Alaska Native | 2 | 0 | 75 |
| Asian | 0 | 100 | 99 |
| Filipino | 2 | 0 | 97 |
| Hispanic or Latino | 0 | 70 | 84 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 85 |
| White | 12 | 54 | 87 |
| Two or More Races | 0 | 0 | 91 |
| Socioeconomically Disadvantaged | 6 | 37 | 77 |
| English Learners | 0 | 0 | 51 |
| Students with Disabilities | 1 | 50 | 68 |
| Foster Youth | 0 | -- | -- |

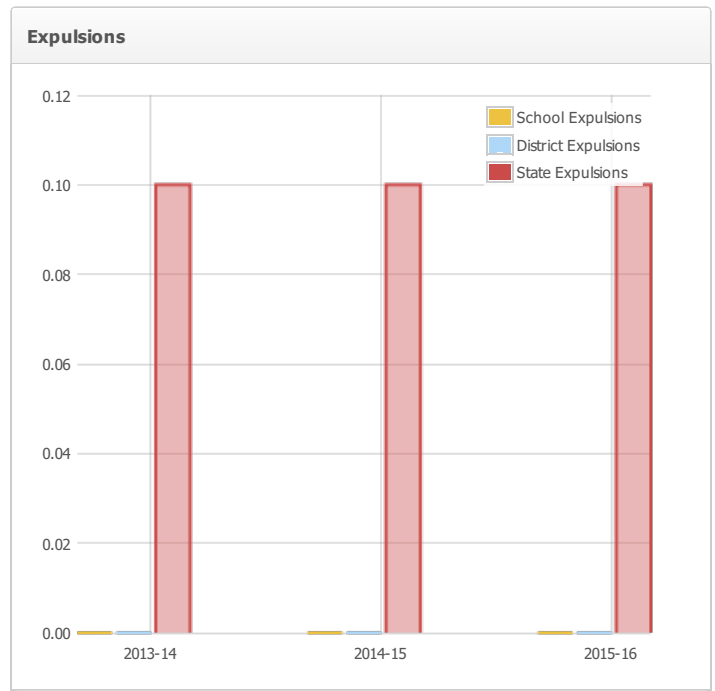
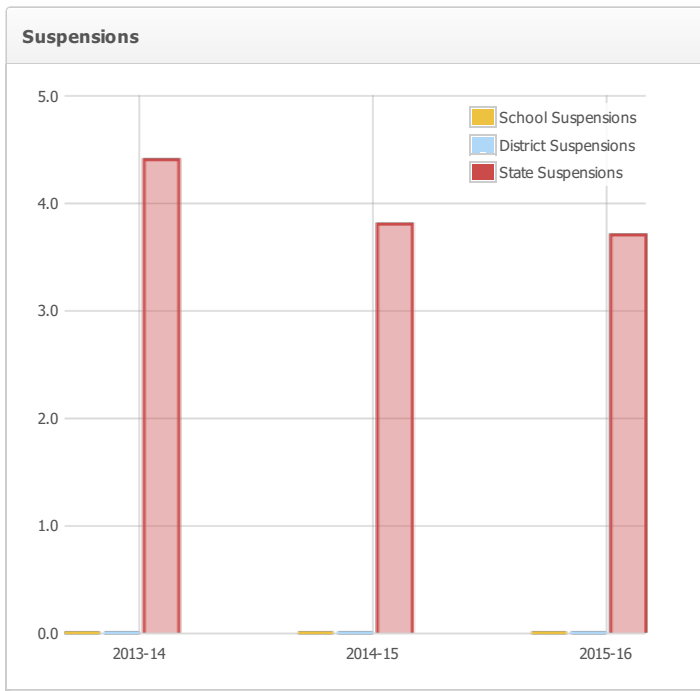
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 1/31/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.4 | 250.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.0 | N/A |

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 1/31/2017

Academy of Arts and Sciences: Sonoma

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

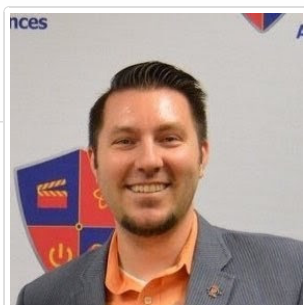
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Sonoma

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

Academy of Arts and Sciences: Sonoma
850 Hampshire Road Suite P
Thousand Oaks, CA 91361

Phone: 855-937-4227

E-mail: jj.lewis@aascalifornia.org

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | Cotati-Rohnert Park Unified |
| Phone Number | (707) 792-4722 |
| Superintendent | Robert Haley |
| E-mail Address | robert_haley@crpusd.org |
| Web Site | www.crpused.org |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Academy of Arts and Sciences: Sonoma |
| Street | 850 Hampshire Road Suite P |
| City, State, Zip | Thousand Oaks, Ca, 91361 |
| Phone Number | 855-937-4227 |
| Principal | J.J. Lewis, President & CEO |
| E-mail Address | jj.lewis@aascalifornia.org |
| Web Site | http://www.aascalifornia.org |
| County-District-School (CDS) Code | 49738820127092 |

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

Mission Statement

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

Vision Statement

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

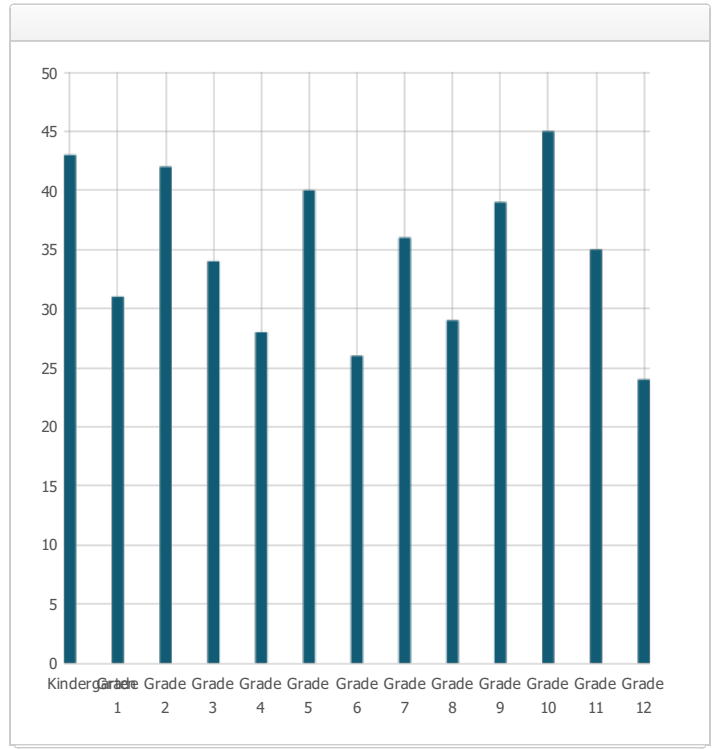
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 43 |
| Grade 1 | 31 |
| Grade 2 | 42 |
| Grade 3 | 34 |
| Grade 4 | 28 |
| Grade 5 | 40 |
| Grade 6 | 26 |
| Grade 7 | 36 |
| Grade 8 | 29 |
| Grade 9 | 39 |
| Grade 10 | 45 |
| Grade 11 | 35 |
| Grade 12 | 24 |
| Total Enrollment | 452 |



Last updated: 1/27/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 21.5 % |
| American Indian or Alaska Native | 4.0 % |
| Asian | 0.4 % |
| Filipino | 3.1 % |
| Hispanic or Latino | 1.5 % |
| Native Hawaiian or Pacific Islander | 0.2 % |
| White | 54.4 % |
| Two or More Races | 2.0 % |
| Other | 12.9 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 13.3 % |
| English Learners | 3.3 % |
| Students with Disabilities | 6.0 % |
| Foster Youth | 0.0 % |

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.0% | 0.0% |
| All Schools in District | 100.0% | 0.0% |
| High-Poverty Schools in District | 0.0% | 0.0% |
| Low-Poverty Schools in District | 0.0% | 0.0% |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 71.0% | 37.0% | 71.0% | 37.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 32.0% | 15.0% | 32.0% | 15.0% | 34.0% | 36.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 25 | 15 | 60.0% | 42.9% |
| Male | -- | -- | -- | -- |
| Female | 16 | 10 | 62.5% | 55.6% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 15 | 10 | 66.7% | 30.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 25 | 19 | 76.0% | 36.8% |
| Male | 13 | 10 | 76.9% | 50.0% |
| Female | 12 | 9 | 75.0% | 22.2% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 16 | 14 | 87.5% | 42.9% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 31 | 25 | 80.7% | 32.0% |
| Male | 12 | 7 | 58.3% | 42.9% |
| Female | 19 | 18 | 94.7% | 27.8% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 23 | 20 | 87.0% | 40.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 18 | 13 | 72.2% | 30.8% |
| Male | -- | -- | -- | -- |
| Female | 11 | 7 | 63.6% | 57.1% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 29 | 18 | 62.1% | 47.1% |
| Male | -- | -- | -- | -- |
| Female | 19 | 13 | 68.4% | 66.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 6 | 54.6% | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 23 | 7 | 30.4% | -- |
| Male | 11 | 3 | 27.3% | -- |
| Female | 12 | 4 | 33.3% | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 11 | 3 | 27.3% | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 29 | 8 | 27.6% | 62.5% |
| Male | -- | -- | -- | -- |
| Female | 22 | 6 | 27.3% | 50.0% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 14 | 3 | 21.4% | 100.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 25 | 14 | 56.0% | 16.7% |
| Male | -- | -- | -- | -- |
| Female | 16 | 9 | 56.3% | 25.0% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 15 | 9 | 60.0% | 14.3% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 25 | 19 | 76.0% | 10.5% |
| Male | 13 | 10 | 76.9% | 20.0% |
| Female | 12 | 9 | 75.0% | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 16 | 14 | 87.5% | 14.3% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 31 | 22 | 71.0% | 22.7% |
| Male | 12 | 7 | 58.3% | 42.9% |
| Female | 19 | 15 | 79.0% | 13.3% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 23 | 19 | 82.6% | 26.3% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 18 | 13 | 72.2% | 7.7% |
| Male | -- | -- | -- | -- |
| Female | 11 | 7 | 63.6% | 14.3% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 29 | 18 | 62.1% | 29.4% |
| Male | -- | -- | -- | -- |
| Female | 19 | 13 | 68.4% | 41.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 6 | 54.6% | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 23 | 6 | 26.1% | -- |
| Male | 11 | 3 | 27.3% | -- |
| Female | 12 | 3 | 25.0% | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 11 | 3 | 27.3% | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 29 | 8 | 27.6% | -- |
| Male | -- | -- | -- | -- |
| Female | 22 | 6 | 27.3% | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 14 | 3 | 21.4% | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 0.0% | -- | 31.0% | 0.0% | -- | 31.0% | 60.0% | 56.0% | 54.0% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

CAASPP Tests Results in Science by Student Group Grades Five, Eight and Grade Ten (School Year 2015-16)

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 93 | 48 | 51.6% | 31.3% |
| Male | 36 | 16 | 44.4% | 18.8% |
| Female | 57 | 32 | 56.1% | 37.5% |
| Black or African American | 11 | 4 | 36.4% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 13 | 6 | 46.2% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% |
| White | 52 | 28 | 53.9% | 42.9% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 29 | 10 | 34.5% | 20.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 68.5% |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 33.3% |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 16.0% | 24.0% | 12.0% |
| 7 | 34.8% | 17.4% | 26.1% |
| 9 | 35.7% | 17.9% | 14.3% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent’s perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are every Wednesday at 10 am. This virtual presentation lasts 30 minutes, and is followed by a live Q and A with presenters and learning coaches afterwards.

State Priority: Pupil Engagement

Last updated: 1/31/2017

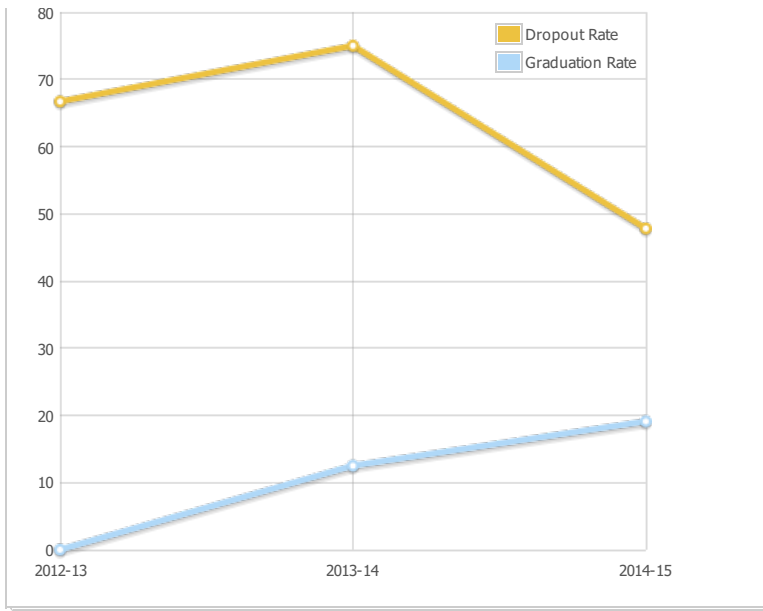
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 66.7% | 75.0% | 47.8% | 11.5% | 14.9% | 8.1% | 11.4% | 11.5% | 10.7% |
| Graduation Rate | 0.00 | 12.50 | 19.10 | | | | 80.44 | 80.95 | 82.27 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 8 | 87 | 85 |
| Black or African American | 1 | 73 | 77 |
| American Indian or Alaska Native | 0 | 80 | 75 |
| Asian | 0 | 100 | 99 |
| Filipino | 2 | 90 | 97 |
| Hispanic or Latino | 0 | 88 | 84 |
| Native Hawaiian or Pacific Islander | 0 | 100 | 85 |
| White | 5 | 85 | 87 |
| Two or More Races | 0 | 100 | 91 |
| Socioeconomically Disadvantaged | 3 | 51 | 77 |
| English Learners | 0 | 67 | 51 |
| Students with Disabilities | 1 | 91 | 68 |
| Foster Youth | 0 | -- | -- |

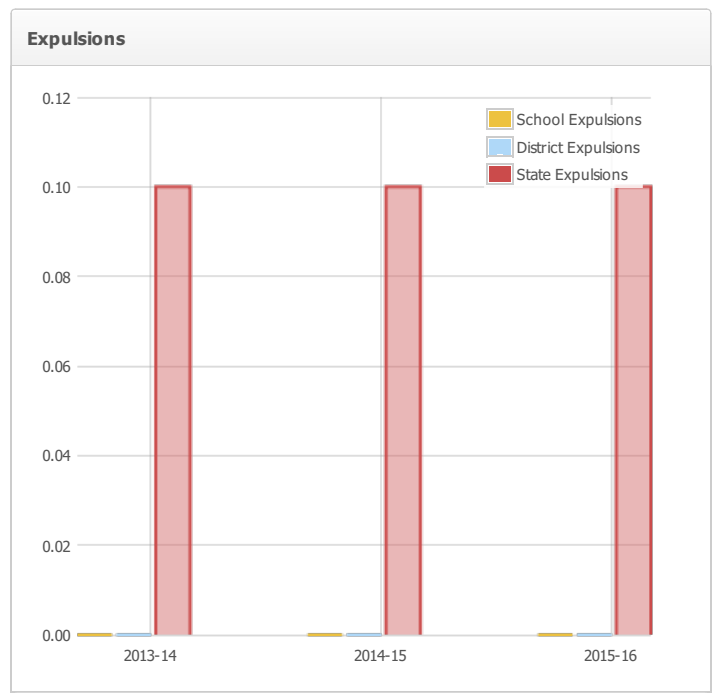
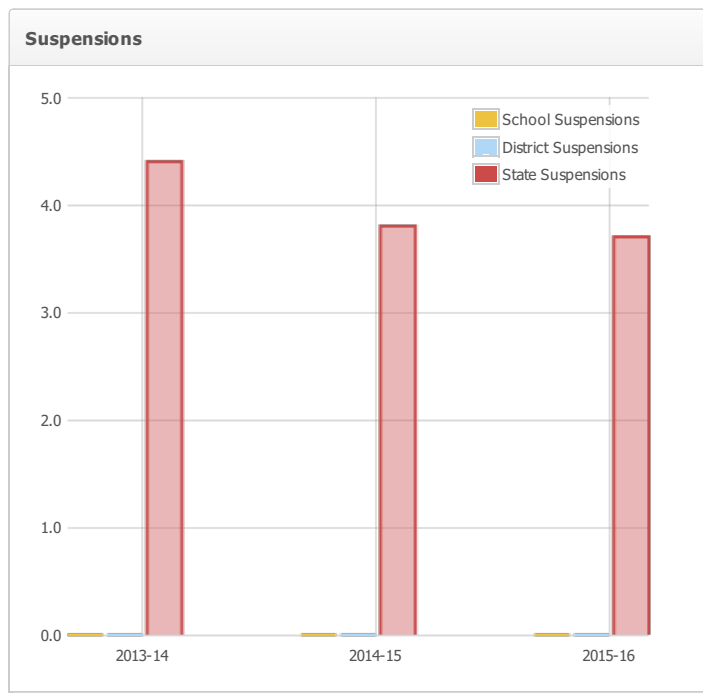
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 1/31/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.4 | 250.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.0 | N/A |

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 1/30/2017

Coversheet

Review and Discussion of 9th Grade Math Placement Policy Check-Up

Section: VI. NEW BUSINESS
Item: B. Review and Discussion of 9th Grade Math Placement Policy Check-Up
Purpose: FYI
Submitted by: Debra Stephan
Related Material: AAS Committee Memo - 9th Grade Math Placement Policy Check-Up.doc

RECOMMENDATION:
Information only; no action required.



Memorandum

To: Academic Affairs Committee
 From: Debra Stephan, Counseling Services Manager
 Date: February 9th, 2017
RE: 9th Grade Math Placement Track B4 - C6 Checkpoint Update

The Counseling Services Department performed the 30-day checkpoint for our 9th grade scholars per our 9th Grade Math Placement Policy, based on the following indicators:

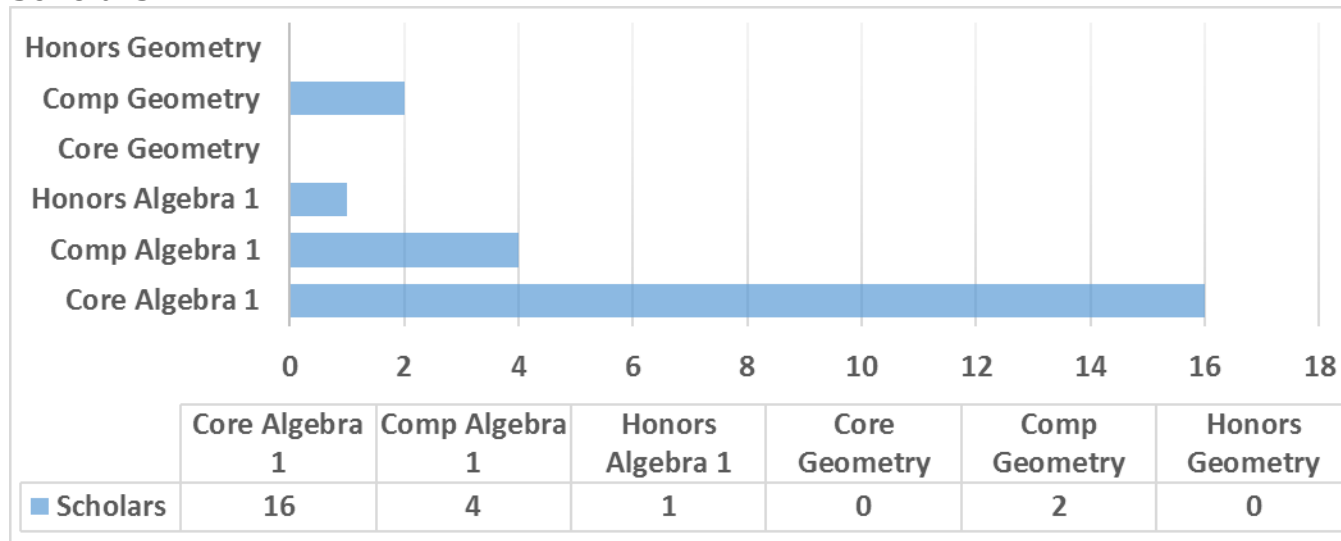
- I-Ready math diagnostic test
- Course progress/performance evaluation
- Teacher recommendation

In accordance with the high school course placement guidelines for 9th grade scholars, the checkpoint resulted in two scholar course level changes as follows:

- 1 scholar from Honors Algebra 1 to Comprehensive Algebra 1
- 1 scholar from Comprehensive Algebra 1 to Core Algebra 1

Scholar placement data will continually be tracked throughout the school year and a final report will be provided to the Academic Affairs Committee at the conclusion of the school year.

Course Placement of Scholars Across Course Content and Levels - 23 Scholars



Action Requested:
 None. Informational only.

Reviewed and Approved for Submission:

J.J. Lewis
President & CEO